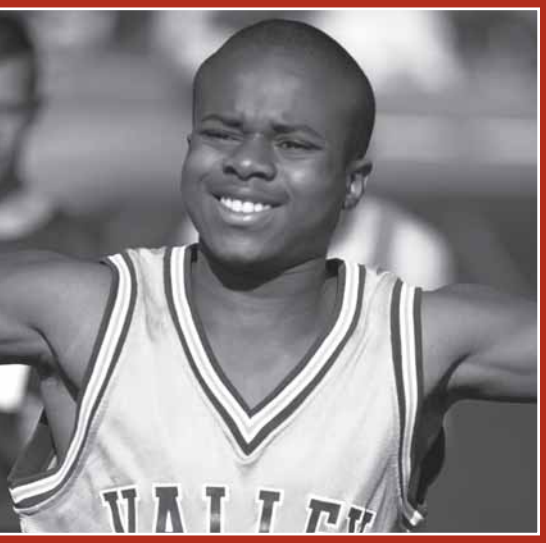

Using NCLB Funds to Support Extended Learning Time

Opportunities for Afterschool Programs

Strategy Brief

August 2005

CCSSO
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The Council of Chief State School Officers

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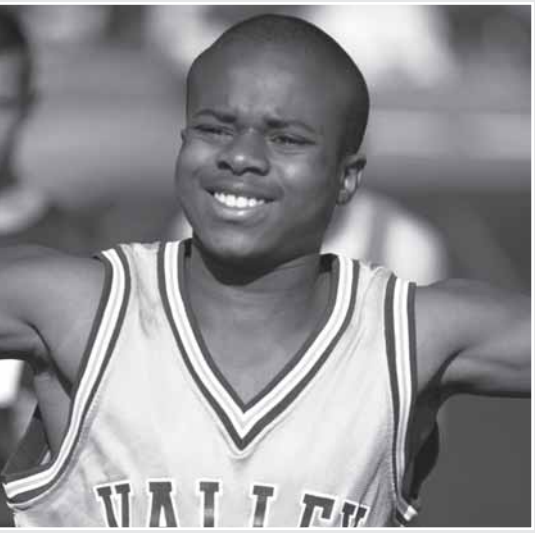

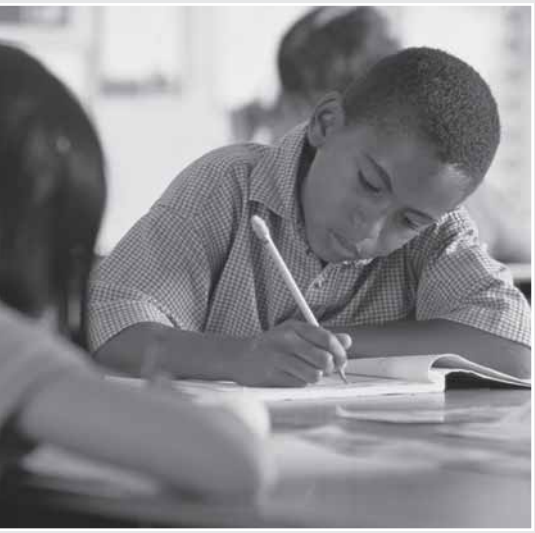

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Introduction

High-quality extended learning time provides school-age youth with opportunities to belong, participate in enriching activities, receive targeted academic support, and forge meaningful connections with adults and peers outside the regular school day.[1] Offered before and after school, on weekends, and during the summer months, these programs often serve the neediest children—those attending high-poverty schools and living in high-need communities. Despite the proliferation of such initiatives in recent years and the growth in federal and state support, many extended learning programs struggle to build the diverse funding portfolio necessary for sustainability.

The *No Child Left Behind Act* (NCLB) of 2001, which reauthorized the Elementary and Secondary Education Act of 1965, provides both challenges and opportunities for afterschool programs seeking additional financial support. This act is the major source of federal assistance to states for primary and secondary education. While the law places increased emphasis on all children achieving high standards, it more closely targets federal education dollars to low-performing and high-poverty schools to help accomplish this goal.

The legislation holds promise for extended learning programs in several ways. The section of NCLB with which the afterschool community is most familiar is the 21st Century Community Learning Centers program (21CCLC). Begun in 1995 and continued with some important changes as part of NCLB, it is the only federal funding source solely dedicated to afterschool programs. However, several funding streams within NCLB can also be used to support extended learning. Although many of the funding streams included in NCLB are not new, the 2001 reauthorization allows increased flexibility in their use, enabling them to support afterschool programs.[2] Moreover, the law explicitly articulates extended learning opportunities as a strategy for turning around low-performing schools.

This strategy brief describes several funding streams included in the *No Child Left Behind Act*—other than the 21st Century Community Learning Centers Program—that can support extended learning opportunities. These funding streams include Title I (general Title I, School Improvement, and Supplemental Educational Services), Safe and Drug-Free Schools and Communities (SDFSC), Comprehensive School Reform (CSR), and Innovative Programs.

School-Based and School-Linked Programs

The funding sources outlined in this brief are most relevant for extended learning programs that are school-based or school-linked. School-based programs are housed in schools and often are staffed with both school and community-based personnel. Programs that are school-linked make explicit efforts to align program goals to support student academic success, establish ongoing communication with school personnel responsible for curriculum and instruction, and build close relationships with the school administration.

[1] The terms "extended learning programs" and "afterschool programs" are used interchangeably throughout this brief. Both terms, used within this context, refer to multifaceted, comprehensive programs offered in the non-school hours that may include academic support, enrichment, and recreation components.

[2] The table "No Child Left Behind At a Glance" in the appendix provides a detailed listing of the law's titles and parts.

The brief first discusses NCLB to help afterschool program leaders understand the context and tenets of the law and its funding streams. It describes each funding stream and discusses how each could be used to support extended learning in afterschool programs. Finally, the brief includes considerations and examples to help program leaders interested in pursuing education dollars to support extended learning programs.

I. Afterschool and NCLB: Understanding the Context

The rapid expansion of extended learning opportunities in recent years can be linked to two significant developments. First, the number of parents working full time outside the home has increased. Second, the rise of the standards-based reform movement has created the need to provide additional time and opportunity for students to meet challenging academic standards. At the same time, parents, educators, policymakers, and youth-serving organizations have come to view afterschool programs as a promising strategy to promote intentional learning during nonschool hours in a safe and supervised environment.

Substantial financial investment by the federal government, most notably in the 21st Century Community Learning Centers program ($991 million in fiscal 2005), has facilitated the expansion of extended learning programming over the last several years. In addition to 21CCLC, afterschool initiatives continue to access a variety of other federal programs, including Temporary Assistance for Needy Families (TANF), the Child Care and Development Fund (CCDF), the Community Development Block Grant (CDBG), and multiple federal food and nutrition funding streams.[3] Moreover, states and localities continue to demonstrate a commitment to extended learning opportunities despite widespread budgetary shortfalls.[4]

NCLB marked a critical juncture in the afterschool movement. The legislation made significant changes to the 21st Century Community Learning Centers Program, mandating the transition of 21CCLC from federal to state administration and institutionalizing the management of extended learning programs as part of the work of state education agencies. NCLB strengthened the academic components of 21CCLC and also required state education agencies to fund only programs that serve a high percentage of students from low-income families.[5] Within this context, the federal government made it clear that it views extended learning programs as a promising strategy to close the persistent achievement gap between poor and affluent students and between white students and students of color. This view also is reflected in the range of programs funded under NCLB, and highlighted in this brief, that can support extended learning opportunities.

[3] For more information on using these and other federal funding streams to support afterschool initiatives, please visit The Finance Project's website at www.financeproject.org

[4] According to a 2000 survey conducted by the National Governors Association Center for Best Practices, 43 of 50 states use state funds to support extended learning programs. Many of these programs have persisted despite state budget cuts.

[5] To be considered for 21CCLC funding, programs must serve schools in which 40 percent or more of the students are eligible for free or reduced-price meals.

Basic Tenets of NCLB

It is critical that afterschool program providers seeking federal education dollars to support extended learning opportunities understand the basic tenets of NCLB as they relate to available funding streams. NCLB builds on the foundation laid by the original Elementary and Secondary Education Act (ESEA), placing stronger emphasis on accountability systems as a means to hold states and districts responsible for the achievement of all students. NCLB emphasizes the following:

- **Results and Accountability.** NCLB strengthens ESEA's accountability provisions by requiring all states to measure district and individual school progress in moving all students toward the goal of proficiency in reading and math by 2014. Districts and schools that fail to make progress are subject to increasing consequences.[6]

- **State and Local Flexibility.** Key provisions within NCLB give states and local districts increased flexibility so that they can target funds to programs that most effectively address student needs in exchange for greater accountability.

- **A Focus on "What Works."** NCLB places a premium on funding education programs and practices that have proven effective, as measured by scientifically-based research.

- **Parental Choice.** NCLB contains several provisions, including Supplemental Educational Services, public school choice, and requirements for persistently dangerous schools, that provide increased opportunities for parents of students attending low-performing schools to make educational decisions on behalf of their children.

- **Resource Alignment to Support High-Poverty and Low-Performing Schools.** The emphasis on closing the achievement gap and raising the achievement of all students is underscored by providing significant federal assistance to high-poverty and low performing schools.

[6] This includes requiring schools to develop and implement a school improvement plan, offer school choice, and provide Supplemental Educational Services.

II. Assessing NCLB Funding Sources: Are They Right for Your Program?

NCLB aligns several programs to support improved student achievement, and many of these programs focus on low-performing schools. In many respects, the purposeful targeting of resources in NCLB provides both policymakers and extended learning program leaders with an opportunity to think strategically about how to best meet the needs of low-income, educationally at-risk children.

The challenge for afterschool programs seeking to access these funds lies in meeting the legislation's specific program requirements, aligning existing programs and services, and convincing policymakers that extended learning programs are an important use for these relatively static resources. The following section describes some specific issues that program leaders must understand as they assess whether NCLB funds are right for their program.

Strong Academic Orientation

NCLB targets resources to drive school improvement and close persistent achievement gaps among student groups. The funding streams explored in this brief focus explicitly on academics or provide resources to remove nonacademic barriers to achievement. Afterschool programs that have academic content or are seeking to infuse their activities with intentional learning opportunities are best poised to take advantage of the funding streams that narrowly focus on academic outcomes. Although they also support student learning, programs that focus less explicitly on traditional academic outcomes may have more difficulty accessing education funds.[7] Extended learning programs often have multiple goals and activities, so those seeking education funds should carefully consider which of their program components align with particular funding streams.

Questions to Consider:

- Does the afterschool program focus on increasing student academic achievement? If not, is this a direction that all key stakeholders agree the program should pursue?

- Does the program's academic content align with state standards and local curricula?

[7] An exception to this is the Safe and Drug-Free Schools and Communities program. This program, which focuses on substance abuse and violence prevention, is an example of a funding source that could be accessed by programs that do not include a direct focus on academics.

- Do program staff have the capacity to deliver high-quality academic content? If not, can the program realistically increase this capacity?

A Focus on "What Works"

To access several of the funding streams highlighted in this brief, programs must demonstrate, often as part of the initial competitive grant process, that they can improve student academic achievement and other youth outcomes. Programs receiving education funds are expected to be research-based and show evidence of effectiveness (see "NCLB and Principles of Effectiveness"). NCLB's emphasis on "what works" means that afterschool providers need to consider whether their programs have content and structure aligned with existing research and meet documented student needs.

Questions to Consider:

- Is the program's content supported by scientifically based research? If this standard of research is not presently available, can the program demonstrate a basic level of effectiveness?

- Does the program's content reflect available research on promoting student academic achievement?

Emphasis on Accountability

NCLB aims to ensure that all students achieve proficiency in math and reading by 2014. States must define the Adequate Yearly Progress (AYP) necessary to reach this goal and set specific targets for all students, including student subgroups such as students with limited English proficiency, students with disabilities, students with different ethnic and racial backgrounds, and low-income students. To measure progress toward this goal, the law requires states to annually test students in grades three through eight.[8] Districts and schools that continue to fail to make AYP are subject to increasing sanctions that include corrective actions and restructuring.

Many schools are failing to meet AYP, and these schools and their districts will be seeking to implement strategies that will help them meet their academic goals. Afterschool programs that can demonstrate a positive impact on achievement, particularly for low-income and minority students, are best positioned to take advantage of NCLB resources. Most of the funding streams outlined in this brief require annual program evaluations, and funding will not be continued for programs that fail to deliver results. Programs applying

[8] These requirements for testing in reading and math apply to the 2005–06 academic year. States must also phase in assessments in science in the 2007–08 academic year.

for NCLB funds will need to have the capacity to meet data collection requirements and will need to ensure that program content and structure are oriented toward achieving results.

Questions to Consider:

- Does the program collect data on student achievement and other outcomes? If not, does the capacity exist to collect data for program evaluation?

- Do program staff have sufficient access to student data to make determinations about program outcomes?

NCLB and Principles of Effectiveness

Many of the funding streams in NCLB have "Principles of Effectiveness" that programs funded with these dollars must meet. The principles vary among programs, but they all require programs to demonstrate an impact on student academic achievement. For example, for the Safe and Drug-Free Schools and Communities program, grant recipients must:

- *base program activities on a thorough needs assessment;*

- *identify program activities based on clearly written goals and objectives;*

- *select comprehensive programs, strategies, and activities that are based on scientifically based, effective prevention models; and*

- *complete systematic evaluations to determine whether activities are meeting the identified needs of the populations served.*

III. NCLB Funding Sources

This section provides a detailed discussion of six NCLB funding streams and includes examples of local providers who have successfully accessed these resources to support extended learning initiatives.

Title I, Part A

Funding Level: $12.7 billion, fiscal 2005

Title I, Part A—often referred to as simply "Title I"—is the largest federally funded elementary and secondary (K–12) education program. Originally established in 1965, Title I provides supplemental funds to ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on state assessments. Funds are targeted to schools with the highest concentration of economically disadvantaged students for the purpose of promoting student achievement, staff development, and parental and community involvement. NCLB made significant changes to the Title I program, most notably strengthening the accountability and assessment provisions, mandating that Title I schools be staffed with "highly qualified" teachers, and requiring that district funds only be used for "effective educational practices."

How Does It Work?

Title I dollars are allocated to states by formula based on student enrollment, poverty measures from the U.S. Census Bureau, and other data. The U.S. Department of Education distributes these funds to state education agencies (SEAs) that then distribute the funds to school districts. Local school districts, also referred to as local education agencies or LEAs, allocate the funds to qualifying schools that have the highest percentages of low-income children, generally defined as those eligible for free and reduced-price meals.[9] Local school districts may also reserve some funds to support program administration or district-wide programs.

Depending on the level of poverty in the school, schools can use their Title I funds to provide targeted assistance or to support schoolwide programs. NCLB lowered the threshold for operating a schoolwide program so schools in which 40 percent or more of the students meet the definition of "low income" can flexibly use their Title I funds, in conjunction with other funds, to improve the operation of the entire school. Schools choosing to target their assistance use Title I funds to provide focused support for students most at risk of academic failure on state assessments.

Title I For Afterschool

Many afterschool program leaders have successfully made the case for using Title I to support extended learning opportunities. The Title I provisions in NCLB specifically encourage the use of strategies such as extended day, extended year, and summer programs to increase learning time. In addition, schools are encouraged to use Title I funds to coordinate services and programs, increase parental involvement, and hire highly qualified staff.

Staffing. Schools have used Title I to contribute to staff salaries for teacher or paraprofessionals working in or overseeing extended learning programs. Some programs have found that some school staff are willing to stagger their hours so they start work later in the school day and then stay later in the afternoon to cover the afterschool program. Having staff that "straddle" the school day and are thus fully integrated into school-day and afterschool activities creates a critical link between the two programs. This is especially important for ensuring that students are provided academic supports that align with school-day curriculum and individual needs.

Professional Development and Materials. Title I also can be used to support costs associated with the professional development

[9] Families of children eligible for free and reduced-price meals must document an income of less than 185 percent of the federal poverty level. Currently, this income level corresponds to $28,990 for a family of three.

of teachers and paraprofessionals working in and supervising afterschool programs, including those who teach both during and after the school day. Moreover, the cost of training staff not paid with Title I funds is allowable if the training is designed to meet the specific educational needs of Title I participants. Title I funds can be used to purchase equipment, curriculum materials, and supplies for afterschool programs.

Parent Involvement. Title I also emphasizes the importance of parent involvement in student achievement, and funds can be used to fund parent engagement activities. Afterschool programs can help Title I schools in their parental involvement efforts by providing a vital link between schools and parents.

Considerations

- The new lower threshold for operating a schoolwide Title I program—40 percent or more of the students defined as "low income"—presents new opportunities to convince school leadership to use this funding to support afterschool programs for all students.

- Targeted assistance schools could also consider providing Title I services, such as extended learning programs, outside the regular school day. These schools are encouraged to provide Title I services during nonschool hours to minimize loss of regular classroom time.[10]

Lessons from the Field

Determinations about Title I spending priorities most often are made at the school level. Afterschool program leaders successful in accessing Title I funds say their relationships with the principal and other key decisionmakers at the school and district level—local superintendents, district Title I offices, school board members, school improvement committee members, parent councils, and other site-based decision-making bodies—are critical to success in accessing funds. Program staff should pursue avenues to develop or foster these relationships, including providing regular communication to the principal about the program, attending school staff meetings on a regular basis, and participating in school committees.

Using Title I to Coordinate a Local Community Learning Network

The Community Learning Centers initiative in Lincoln, Nebraska, provides before-school and afterschool care at 19 school-based sites through partnerships with community organizations, such as the YMCA and parks and recreation department, and with guidance from their School/Neighborhood Advisory Committees. The network, which began with local foundation funding in 1997 and later received a federal 21CCLC grant, now operates using a mix of state 21CCLC grants, Child Care and Development Fund subsidies, client fees, United Way awards, city funds, and school and district Title I allocations. At the network's 10 Title I-eligible sites, Community Learning Centers have used Title I funds, for example, to purchase literacy curricula and hire site supervisors. Lincoln Public Schools hired a network coordinator with funds from the district's original federal 21CCLC grant. In 2004, the Lincoln school district continued to invest in the successful CLC initiative by providing Title I funding for the CLC coordinator and office personnel.
Contact: LeaAnn Johnson, Community Learning Centers coordinator, Lincoln, 402.436.1964 or ljohns2@lps.org.

[10] See Andrew Brownstein and Charles J. Edwards, "Title I Targeted Assistance: A Program Left Behind?" *Title I Monitor* (January 2005), Thompson Publishing Group Inc., Washington, D.C.

- Because of NCLB's emphasis on the performance of all subgroups within the school population, afterschool programs can offer an ideal opportunity to provide targeted interventions to specific subgroups. Whether or not programs choose to provide targeted interventions, they should consider programming that reflects the specific needs of high-poverty schools and of the students who will attend the afterschool program.

- The teacher quality provisions contained in Title II, Part A, require all teachers to be "highly qualified." Title I schools must ensure that all paraprofessionals providing instruction in *any* program supported with Title I dollars have attained some post-high school education.[11]

- Programs serving multiple schools may be able to access Title I funds reserved at the district level. Programs using this strategy will need to build strong, mutually beneficial relationships with school boards and district administrators.

Using Title I to Expand a Foundation-Funded Afterschool Program

In 2000, the Paul L. Dunbar School, an elementary school serving grades three through five in North Carolina's rural foothills, received a grant from the Z. Smith Reynolds Foundation to establish a Young Scholars Program. The grant provided $70,000 per year for five years for afterschool academics and enrichment targeted to students with below-average state assessment scores. Dunbar's School Improvement Team, which was charged with outlining the implementation of Young Scholars, wanted to include more children in the program. With 90 percent of students eligible for free and reduced-price benefits under the National School Lunch Program, the team recognized that even students with satisfactory academic performance could benefit from afterschool tutoring and enrichment. Because Dunbar's principal had been active in both the Young Scholars application process and general school improvement planning, he supported the team's recommendation that $100,000 of Title I funds be used to expand the Young Scholars Program, which now serves 170 children. The funds are used for staff salaries and parent engagement activities. Although the original five-year foundation grant ended in 2005, Dunbar successfully applied for a 21st Century Community Learning Centers grant based on the established success of its Young Scholars Program.
Contact: Barbara Thornton, site coordinator, 828.245.4978.

[11] Paraprofessionals must have completed at least two years of study at an institution of higher education, obtained at least an associate's degree, or meet a rigorous standard of quality and demonstrate academic skills and knowledge.

School Improvement Funds

(part of Title I, Part A)

Funding Level: estimated $500 million, fiscal 2005

NCLB requires states to dedicate 4 percent of their Title I funds to support schools that fail to make Adequate Yearly Progress (AYP) for two consecutive years.[12] These funds must be used to implement programs and strategies that aim to raise student achievement and enable schools to improve their status.

School Improvement Funds for Afterschool

As afterschool programs are increasingly viewed as places where project-based and other creative learning strategies can be used to improve student achievement, these programs naturally have a role to play in school improvement. The legislation strongly encourages schools to extend strategies identified in their school improvement plans to before-school and afterschool hours and summer programs. Schools have found that a quality extended learning program can be a key strategy for achieving school improvement, especially when the program and its academic components are fully linked to the school day. Keep in mind that to use School Improvement Funds for afterschool programs, extended day strategies must be incorporated into the school improvement plan.

How Does It Work?

State education agencies grant reserved funds to school districts based on their demonstrated need and commitment to schoolwide improvement. According to the law, grants to districts can range from $50,000 to $500,000, and may be renewed for up to two years depending on the district's academic progress. Districts use the funds to provide assistance to their lowest-achieving schools.

Each school that has failed to make AYP for two consecutive years is required to develop a school improvement plan. The plan must use scientifically based research to address improvements to the specific academic circumstances that caused the school to fail to make AYP.

Achieving Short-Term School Improvement Successes to Bring About Longer-Term Financing for Afterschool Programs

Haverhill Cooperative Middle School (HCMS) in North Haverhill, New Hampshire, operates two afterschool homework and enrichment programs. In 1998 the University of New Hampshire Cooperative Extension began funding a fourth- through sixth-grade program that received a 21CCLC grant in 2003. The program for seventh and eighth graders began in 2002 with a grant from the Nellie Mae Education Foundation. Together, the programs serve 50 children in this rural community on the state's western border. After Haverhill failed to make Adequate Yearly Progress in 2000 and 2001, the school was identified as a "school in need of improvement" (SNI). When writing its school improvement plan, Haverhill's principal included the extended day program as a key strategy. School Improvement funds received from the state were used to integrate the afterschool programs into the school day by providing two part-time instructors who spent afternoons in the classroom but were also designated as homework instructors for the afterschool program. Haverhill was removed from the state SNI list in 2004, and it became ineligible for School Improvement funds. Yet Haverhill's principal was able to point to the extended day program's success in improving academic achievement and successfully lobbied the school administrative unit to include salaries for homework instructors as a line item in the district budget.

Contact: Martha Jenkins, program coordinator, 603-787-2100 or m_Jenkins@sau23.k12.nh.us; or Brent Walker, principal, 603-787-2100 or b_walker@sau23.k12.nh.us.

[12] Starting with the 1994 reauthorization of the Elementary and Secondary Education Act, states were required to develop content standards, assessments, and definitions of Adequate Yearly Progress (AYP). Reference the discussion on page 8 for more about AYP.

Lessons from the Field

As with regular Title I funding, programs will need to link and align their content with school improvement goals. Some programs find that employing school-day classroom teachers in the afterschool program can provide this critical link. Other strategies include developing regular communication mechanisms for classroom teachers and afterschool program staff to discuss specific student needs, offering relevant professional development opportunities for both afterschool program staff and school-day staff, and including afterschool program leaders in school staff meetings.

Considerations

- Afterschool program leaders should consider joining the school improvement planning team to participate in the development of the school's priorities for school improvement. This will help ensure that the abilities and strengths of the afterschool program are taken into consideration when developing specific improvement strategies.

- Improvement status is subject to change as schools make progress. Diversified funding is critical to ensure the afterschool program is sustainable even after the school is no longer in improvement status.

- As with general Title I funds, programs using School Improvement funds will need to address staffing qualification requirements (see the discussion under "Considerations" for Title I, Part A, page 12).

Supplemental Educational Services

Funding Level: varies

In Title I schools that have not made Adequate Yearly Progress for three years, children from low-income families are eligible to receive additional academic support outside the regular school day through Supplemental Educational Services (SES). Although many of the other funding opportunities highlighted in this brief have existed previously in other forms, SES is a new provision included in NCLB. Keep in mind that the SES program is still evolving.

District Spending on Supplemental Educational Services

Districts that are required to offer SES must spend an amount equal to 20 percent of their Title I allocation on a combination of SES and transportation for students opting to transfer to other public schools not in need of improvement. How a district divides its funds depends on the relative demand for each of these services.

For each student receiving SES, districts spend either their per-child Title I allocation or the actual cost of the services—whichever is less. The maximum per-child expenditure for SES varies widely across the nation, ranging from roughly $600 to $3,500.

Supplemental Educational Services in Afterschool Programs

Because SES must be provided outside regular school hours, afterschool programs with strong academic support components are natural providers of these services. Moreover, many afterschool programs have a long history of providing enrichment and tutoring services in the schools and communities most likely to be required to offer SES to students. Afterschool programs that meet state curriculum and effectiveness requirements can become eligible providers. It is important to keep in mind that close collaboration with schools is critical to providing appropriate services to students, but schools may be frustrated at having to give up a portion of their Title I funds. Afterschool programs should be sensitive to this issue when working with school and district staff.

How Does It Work?

Districts determine which students are eligible for services and notify their parents. Parents have the opportunity to choose among the providers approved by their state. Providers enter into a contract agreement with a local school district that specifies how often services will be provided, for how long, and what goals the student is expected to achieve. Services are free to families; the district reimburses the provider for services.

Organizations interested in becoming SES providers—which can include for-profit companies, nonprofit groups, local community programs, colleges or universities, national organizations, faith-based groups, private and charter schools, and public schools and districts not identified as in need of improvement—apply to the state for approval. To be approved, an extended learning program's curriculum and standards must be aligned with the local curriculum and state standards. In addition, the program must demonstrate that its instructional methods are research-based and must have an established record of effectiveness.

Considerations

- Afterschool programs should consider their capacity to deliver high-quality individualized tutoring services. Is this something that the program already offers? Can the program meet the individual needs of students within the afterschool setting? What are the qualifications of staff that will provide these services?

- States will evaluate providers to determine the program's effectiveness in raising student achievement and can remove SES providers from the list of approved providers if they fail to sufficiently raise achievement.

- Afterschool programs must have the capacity to track student attendance and progress in detail as well as a strategy to communicate this information to parents, as well as school, district, and state officials, clearly and regularly.

Building Partnerships to Navigate SES Hurdles

Citizen Schools has been providing afterschool programs in Boston-area middle schools since 1995, using apprenticeships with area artists and professionals to build academic skills through experiential learning and to engage the community in public education. In 2002 Citizen Schools became Massachusetts's first approved nonprofit SES provider. The state approval process required providers to show that their instructional methods could improve student achievement—both in theory, with a pedagogical basis, and in practice, with evidence of success. Because Citizen Schools' program model is research-based and already had an evaluation component, the organization was approved.

Once approved, Citizen Schools began to tackle the administrative and political challenges inherent in stepping into the SES role. Because of the rigors of the state approval process, program staff found they were more versed in the intricacies of SES than parents or school-level staff. They spent considerable time working with all stakeholders to ensure everyone was aware of the general requirements of SES as well as the specifics of Citizen Schools' program. In addition, because the Citizen Schools model is not a traditional direct instruction tutoring model, they had to routinely explain how their model aligns with the goals and requirements of SES and how it has consistently achieved results for children.

Reaching parents also demanded an effective communication strategy. Again, Citizen Schools was able to rely on its existing relationships with the families it serves and its knowledge of the SES program to encourage eligible parents to take advantage of the services and to help them navigate the enrollment process.

In 2003 Citizen Schools formed an informal partnership with Building Educated Leaders for Life (BELL), a newly approved Massachusetts SES provider with established afterschool programs at seven elementary schools in Boston. Through this partnership, the organizations were able to share knowledge of the SES administrative process, monitor changes in the district and state climates, and advocate with a unified voice when issues unique to nonprofit providers arose. Despite obstacles, both organizations have seen significant rewards in becoming SES providers. Serving 450 students in Boston, BELL quickly became Massachusetts's second-largest SES provider and expanded its eligibility to several other states.
Contact: David Stolow, 617.695.2300, ext. 129, or davidstolow@citizenschools.org.

- All students attending the afterschool program may not be eligible for SES. The targeted services provided to eligible SES students will need to be distinct from the academic components incorporated into the regular afterschool program.

- Payment for services to students is provided to programs as a reimbursement after services are rendered. Programs will need to be able to cover the up-front costs until districts reimburse them. In addition, many states require SES providers to document regular student attendance to receive reimbursement, so programs will need to ensure enrolled students attend.

- A school's improvement status may change depending on its test scores each year, so its SES eligibility may also fluctuate. SES providers should be mindful of these shifts as they plan for subsequent years.

Lessons from the Field

Programs that cannot provide academic services directly can link with other local SES providers to create wrap-around services in which students attend the afterschool program before or after they receive tutoring. This approach can establish a mutually beneficial relationship in which programs avoid competing for the same students while providing an attractive option for parents seeking to combine academics with other program components.

When SES providers negotiate their contracts with districts, it is important to spell out expectations clearly. The contract should address deliverables and outcomes, facilities use and fees (if any), student transportation, a payment schedule (including when payments are processed), and any other reimbursement requirements. Programs that negotiate such contracts will have an easier time when disputes arise.

Comprehensive School Reform

(Title I, Part F)

Funding level: $205 million, fiscal 2005

The Comprehensive School Reform (CSR) program provides financial assistance to schools to implement schoolwide reforms. Building on the Title I Schoolwide Program, CSR helps high-poverty and low-achieving schools increase the quality of the educational experience they provide and accelerate the pace of their reform efforts by integrating state and local school initiatives into a comprehensive plan for improvement. The goal of CSR is to integrate a reform design that addresses all areas of school functioning, including instruction, assessment, professional development, parent involvement, and school management. According to the program guidance issued by the U.S. Department of Education, "the program is built on the premise that unified, coherent, and integrated strategies for improvement, knitted together into a comprehensive design, will work better than the same strategies implemented in isolation…"[13]

How Does It Work?

The U.S. Department of Education grants funds to states through a formula based on Title I allocations. States then make competitive awards to districts, which apply on behalf of schools. Priority is given to schools that have been identified as in need of improvement. Grants must total at least $50,000 and are renewable for two years.

To receive an award, a school must have developed a comprehensive plan that reflects scientifically based research and effective practices. The plan must incorporate 11 program components, including strategies to improve academic achievement, professional development and support for teachers and staff, external technical assistance, parent and community involvement, measurable goals, and evaluation strategies. Many schools and districts purchase the services of nonprofit and for-profit organizations that provide CSR models and professional development services to schools implementing reforms.

CSR Models with Extended Learning Components

Afterschool curricula offered as part of some CSR models are variations of the CSR provider's research-based reading and language arts programs used during the day. In some instances program materials are designed specifically for the after-school environment; in other contexts materials used during the school day are modified for the afterschool hours. These extended learning curricula can be implemented by schools using other literacy programs as well as those implementing a comprehensive CSR model. CSR schools implementing extended learning programs often utilize shorter lessons, incorporate additional modifications, and offer incentives to increase student attendance.

Examples of extended learning curricula offered by CSR models include :

- Pathways to Reading Series (grades 3-6, and 6-12) from Talent Quest, Howard University;
- Funnix (grades 1-2), Corrective Reading (grades 4-7), Reasoning and Writing (Levels C-F and D-F), and Expressive Writing (grades 4-6 and 4-8) from the National Institute for Direct Instruction;
- Adventure Island (grades 1-5), Writing from the Heart (grades 1-2), Writing Wings (grades 3-5), and The Reading Edge (grades 6-8) from the Success for All Foundation.

Contact: Bette Chambers, Success for All Foundation, www.successforall.net

[13] U.S. Department of Education, "Comprehensive School Reform (CSR) Program Guidance," Washington, D.C., August 2002, 1.

Afterschool as a Part of Comprehensive School Reform

CSR is a program that seeks to help schools integrate and connect the sometimes disparate strategies they are implementing to improve school functioning and student achievement, and extended learning strategies can play an important role in reform efforts. Several CSR models have incorporated extended learning time in the out-of-school hours in their change strategies.

Considerations

- Afterschool programming will depend largely on the CSR model the school chooses. Afterschool providers will have to work closely with school officials throughout the planning process to ensure that the programming meets the standards and requirements stipulated in NCLB and that school officials consider the program an integral part of reforms.

- Not all CSR models explicitly include extended learning as a packaged component, though almost all are flexible enough to allow the school to include it if it fits CSR priorities. Opportunities to access CSR funding for afterschool programs will be greatest where extended learning programs are an explicit component of the CSR model.

Safe and Drug-Free Schools and Communities (Title IV, Part A)

Funding Level: $431 million, fiscal 2005

Safe and Drug-Free Schools and Communities (SDFSC) supports programs that prevent violence in and around schools; prevent illegal use of tobacco, drugs, and alcohol by youth; and foster a safe and orderly learning environment. In addition to supporting various prevention and early intervention activities, a portion of this grant can be used to fund school security measures (e.g., hiring and training security personnel and purchasing security-related equipment). As its name implies, this grant also can be used to support community-wide drug and violence prevention activities. Earlier regulations, reaffirmed in NCLB, require that interventions meet the program's Principles of Effectiveness.[14] For example, funded support activities must be grounded in scientifically based research—a provision designed to help improve the quality of programs implemented with SDFSC funds.

How Does It Work?

The SDFSC program consists of two types of grants to states, as well as a national discretionary program that is funded at $152 million in 2005. States receive both formula grants and governors' grants.

State Formula Grant to State Education Agencies. *A formula grant awards each state education agency funds to distribute to school districts for drug and violence prevention activities; funding is based on need and enrollment. Activities may include developing instructional materials; providing counseling services; offering professional development programs; implementing conflict resolution, peer meditation, character education, community service, and mentoring programs; establishing safe zones of passage for students to and from school; and acquiring and installing metal detectors and hiring security personnel.*

Governor's Grant. *Governors use this formula grant to implement statewide prevention strategies targeted to school-age youth. Funds can be subgranted to community-based organizations working in concert with school districts.*

Eact state must develop a comprehensive, coordinated plan outlining how the state education agency and the governor's office will use SDFSC funds. All programs, including those funded at the local level, must be based on a needs assessment, use scientifically researched methods, and undergo performance evaluations. They must also promote parent involvement and coordination with community groups and government agencies. There is a 20-percent cap on security-related expenses, but an additional 20 percent may be used to hire and train school security personnel.

Safe and Drug-Free Schools and Communities Funding in Afterschool Programs

SDFSC activities, because of their emphasis on safety and prevention, find a natural place in afterschool programs. Programs with mentoring, character education, and drug and violence prevention components targeting students and, potentially, the community, can access these funds.

With the new emphasis on achieving measurable results, states and districts may tend to use these funds to support very targeted prevention and education programs that can readily demonstrate their short- and long-term impact on reducing substance abuse and violence. Some states are avoiding locally developed curricula and require funds to be used to implement only curricula identified as "model programs" by the federal Substance Abuse and Mental Health Service Administration (SAMHSA) or other agencies.[15] These programs have been through rigorous evaluation and meet the requirements of the Principles of Effectiveness.

Considerations

- Because of some of the new requirements attached to SDFSC in the Principles of Effectiveness, afterschool programs that accessed these funds to support prevention activities in the past may now find it more difficult. Prior to NCLB, the standards

[14] For more details about the Principles of Effectiveness, see U.S. Department of Education, Office of Safe and Drug-Free Schools, "Safe and Drug-Free Schools and Communities Act—State Grants," Draft Nonregulatory Guidance for State and Local Implementation of Programs, Washington, D.C., January 2004, at http://www.ed.gov/programs/dvpformula/guidance.doc.

[15] For example, Wisconsin requires districts to submit a waiver for approval to implement a locally developed substance abuse or violence prevention curriculum. For more information on SAMHSA programs, see www.modelprograms.samhsa.gov.

by which programs were evaluated were not as stringent. Afterschool programs were often granted funding to support general activities. Afterschool program leaders will now need to implement targeted activities that address their school's specific substance abuse and violence needs.

- Model programs, such as those identified by SAMHSA, often include specific curricula for an afterschool setting. Some of these tailored activities are appropriate for implementation daily, some once per week. If a school or district's SDFSC needs assessment identifies specific prevention concerns, an afterschool program may provide a good environment to address them.

- The state formula grant, which flows through the state education agency, and the governor's grant provide more than one pathway for programs seeking to access SDFSC funding. Although both grant programs have similar goals, they have slightly different emphases, priorities, and grant timelines.

Lessons from the Field

SDFSC funding emphasizes collaboration among community partners. Programs should consider linking with local human service, mental health agencies, or law enforcement agencies, if they have not already done so, to build a program that meets the requirements stipulated in NCLB.

Using the SDFSC Formula Grant to Fund Afterschool Violence Prevention Programs

Montgomery County, Maryland, is using SDFSC funds to implement a violence prevention curriculum in afterschool programs located in county middle schools. In 2004 the school district adapted the violence prevention program "Get Real About Violence," a research-based curriculum developed by Discovery Communications for use in classrooms, for an afterschool curriculum. School district officials believed the curriculum would be more effective in afterschool settings, where programs have the opportunity to collaborate with local police, the parks and recreation department, and other community partners. SDFSC funds have supported efforts to adapt the curriculum to meet the county's needs, training for afterschool program staff, and program implementation. Eight targeted middle school afterschool programs, as well as several summer schools, are using the "Get Real About Violence" curriculum. In some programs, the curriculum is combined with other afterschool activities, such as academic enrichment programs. The school district continues to train staff at additional programs and hopes to expand the program to more of the county's 35 middle schools.
Contact: Rita Rumbaugh, 301.279.3041 or Rita.rumbaugh@fc.mcps.k12.md.us.

Using the Governor's Grant to Support School-Community Partnerships

Recognizing that middle school students were at high risk for engaging in criminal activity after school, but had few afterschool program options, the Colorado Governor's Office collaborated with The Fund for Colorado's Future to provide safe and enriching activities targeted to this age group. Emphasis was placed on partnerships between schools and community groups, with schools providing facilities and community groups providing staff and programming. Grantees conducted community needs assessments about substance use and violence problems, and then they implemented a research-based program designed to reduce drug use, violence, and other negative behavior among youth. They established measurable goals, and they will conduct periodic program evaluations. SDFSC governor's grant funds have been used to establish 48 community collaborations serving more than 3,800 students in 16 schools in the 2002–03 school year. (Adapted from "State Afterschool Profiles: Colorado" available at http://nccic.org/afterschool)

Contact: The Fund for Colorado's Future, 303.860.0160 or info@fund4colorado.org.

Innovative Programs

(Title V, Part A)

Funding Level: $198 million, fiscal 2005

How Does It Work?

Federal funds are allocated via formula to state education agencies based on the state's school-age population. States award at least 85 percent of their allocation to districts based on enrollment. Acceptable district uses of funds include staff development, technology training, dropout prevention, adult literacy, gifted and talented programs, school improvement, community service, financial literacy programs, alternative education, academic intervention, parental involvement, service learning, school safety, and supplemental educational services. Activities must be tied to academic achievement standards and used to improve student academic achievement as part of an education reform strategy.

Innovative Programs is a broad and flexible program designed to support local school reform efforts that are aligned with statewide reform efforts. It helps districts improve achievement by implementing promising practices that reflect scientifically-based research. This program was formerly part of Title VI, but was reauthorized in NCLB under Title V, Part A.

Funding Afterschool Programs with Innovative Programs Funds

Innovative Programs is an extremely flexible funding source designed to encourage innovation and creativity in bolstering student achievement and school improvement. Afterschool programs pursuing innovative approaches to activities and supports like service learning, counseling, parental and community involvement, school safety, homework help, or mentoring should consider this funding stream. Because of the focus on innovation, this funding stream may be tapped by new programs that have a creative slant on extended learning time, or by existing programs that are looking to test a new approach.

Considerations:

- Innovative Programs was designed to be extremely flexible. The broad language of the statute means that a variety of different programs can be funded under this authority. Yet, like all NCLB funding streams, schools must show a clear link to improving student achievement and school outcomes.

Using Title V to Support Comprehensive Extended Learning Programs

The Evansville, Indiana school district administers afterschool programs that serve approximately 3,000 children in kindergarten through grade eight at ten 21CCLC afterschool sites and six summer sites. The district has blended Title V funds with 21CCLC funds and several other funding sources to support comprehensive programming. In 2005, the district received $142,000 in Title V dollars, $84,000 of which have been directed to extended learning activities. Title V funding for afterschool initiatives has increased in the district as programs have expanded and needs have grown. Given the flexibility of the funding source, Title V dollars support varied program activities. One of the allowable uses of Title V is health education, so the district allocated funds to support obesity prevention programs. Evansville has successfully blended 21CCLC and Title V funds with other federal funding sources, including Title I, Title IV (Safe and Drug-Free Schools), and the U.S. Department of Agriculture's Child and Adult Food Care program. Evansville's summer program is administered in partnership with city government and local community agencies. As the afterschool and summer programs continue to grow in this district, administrators are looking to other funding sources to sustain and expand them. They are doing an extensive outcomes-based evaluation and have data to support their claim that that students who participate in 30 or more days of afterschool or summer programming do better academically than those who do not.

Contact: Cathy Gray, Assistant Superintendent for Federal Programs, cgray@evsc.k12.in.us.

- One of the purposes of Innovative Programs is to meet the educational needs of all students. Since this funding stream is not focused solely on serving low-income students or those at risk of failure., it may be more accessible for afterschool programs operating in schools where Title I funds are scarce or are targeted in such a way that it is less feasible to allocate them to the afterschool program.

- This funding stream may not be reliable. In the 2005 budget, the program's funding was cut by approximately one third from its 2004 funding level.

IV. Summary: Using NCLB Funds to Support Extended Learning Programs

Funding Source	Allowable Afterschool Activities
Title I, Part A	Funds can support: • extended day/year and summer programs; parental engagement activities; • program staffing; • professional development for staff; and • program equipment, curriculum materials, and supplies.
Title I, School Improvement Funds	Funds can support the same activities/components as Title I, but these must be an explicit part of a school's improvement strategy.
Supplemental Educational Services	Funds can support targeted academic instruction (tutoring) for eligible students attending schools not meeting AYP for three years. Tutoring must occur outside the regular school day.
Comprehensive School Reform (Title I, Part F)	Funds can support extended learning activities that are incorporated into a broader comprehensive school reform model that is adopted by a school.
Safe and Drug-Free Schools And Communities (Title IV, Part A)	Funds can support character education, mentoring, and drug/violence prevention activities. Program components must address substance abuse and violence concerns in the school where the program is located.
Innovative Programs (Title V, Part A)	Funds can support different program components, including: • service learning; • mentoring and counseling; • parental and community engagement; • homework help; and • school safety activities.

Funding Entity	Funding Level, FY05
• State education agencies—allocate to districts based on student poverty. • Local school districts. • Individual schools.	$12.7 billion
• State education agencies—reallocate to districts based on need/commitment to reform. • Local school districts. • Individual schools.	$500 million (estimated)
• Districts arrange contracts with providers. • Providers are reimbursed for services.	20 percent district set-aside for SES and choice-related transportation
• State education agencies—competitive grant to local districts. • Districts apply to state for funds on behalf of individual schools.	$205 million
• State education agencies—reallocated based on student enrollment and need. • Governor's Grant—subgranted to entities that work closely with school districts. • Local school districts.	$431 million
• State education agencies—85 percent subgranted to school districts based on enrollment. • Local school districts.	$198 million

V. Tips for Accessing NCLB Funds

Extended learning programs that decide to pursue federal education funds must cultivate a basic understanding of the local context. This means knowing the local funding landscape, understanding where and how resource allocation decisions are made, and recognizing competing priorities.

Questions to Consider

What types of programs and initiatives are funding streams supporting in the state or district? Are any funding streams currently being used to support extended learning initiatives?

What are the current allocations of key federal programs to the local district? To the school?

What types of NCLB and non-NCLB funds are being used to support extended learning opportunities in the state? In the district?

Know the Landscape

Program leaders need to have a clear understanding of how these education funding sources, as well as the range of other resources with potential to support afterschool programs, are currently being used in their community to fully assess the feasibility of pursuing these resources. In addition, afterschool leaders will need to be familiar with the extent to which NCLB's accountability provisions impact the school and district. Afterschool leaders will need to be able to show how their program complements, rather than duplicates, services offered in the school and community. In addition, because these are federal education dollars, program leaders need to have a basic awareness of national funding trends and which NCLB programs are slated for increases, level funding, or decreases in the near future. Positioning programs to access funds that are likely to increase is more strategic than spending time and money to access declining funding sources.

Suggestions for Getting Started

- **Keep current on the Title I and AYP[16] status of area schools**. These designations determine how much and which types of funding may be available and can change from year to year. Greatschools.net enables users to search for schools in their area and see their NCLB/AYP status (www.greatschools.net). In addition the websites of state education agencies often list this information (see the "Resources" section on page 28 for the link to a directory of these agencies.)

- **Follow the money**. For information on state and district allocation of NCLB funds, the National Association of Secondary School Principals has compiled a listing of state funding and links to documents that detail local allocations on its website (see the "Resources" section for the website link).

- **Be familiar with the school improvement plan**. Even programs that choose not to pursue School Improvement funds can use this plan as a blueprint for funding priorities. Contact the local school district to determine whether the school has a written plan and to obtain a review copy.

[16] AYP stands for Adequate Yearly Progress. See pages 10 and 13 and footnote 12 for more information on Title I status and a definition of AYP.

- **Monitor policy developments affecting the afterschool community**. Seek out formal or informal networks of providers in the city or state. Join e-mail lists and sign up to receive newsletters that might announce new policies or funding opportunities.

Understand the Extent of Local Decisionmaking

NCLB clearly stipulates the intended purpose of specific funding streams (e.g., school improvement, teacher quality, afterschool tutoring) and is very specific about how the funds are to be spent. However, the act also gives states – and in many cases districts and schools – discretion in allocating resources to support local needs and priorities. It is important for afterschool leaders to recognize that district and school leaders continue to have considerable autonomy in resource allocation decisions.

In addition, NCLB includes flexibility provisions that give state education agencies and local school districts the option to transfer resources among the various funding programs to suit local priorities and beliefs about which strategies are most likely to improve academic performance. While these "flex provisions" give decisionmakers the option to transfer resources into programs that could be used to support extended learning opportunities, it also allows funds to be transferred to other key initiatives.[17] For state and district policymakers committed to supporting extended learning as part of a comprehensive approach to school improvement, these provisions provide additional opportunities to maximize and diversify funding. For afterschool program leaders, local decisionmaking provides an important and accessible opportunity to make the case for afterschool as a vehicle for meeting local needs.

Suggestions for Getting Started

- **Go to the decisionmakers**. Attend school board meetings, school improvement planning sessions, and site council visits. Find out who administers specific funds at the local and state levels by asking the local educational agency and state education agency. Try to set up informational meetings with these individuals; they are often eager to share their knowledge and to hear about the needs of those their programs serve.

- **Bring the decisionmakers to you**. Include state and local education officials in mailings and outreach activities. Invite them to visit regular program activities and special events, such as fundraisers, student performances, or parents' nights. Ask them to serve as part of the program's governing body or board of directors.

Questions to Consider

Does the program director/coordinator have strong relationships with key decisionmakers at the school and/or district level? If not, how can these relationships be cultivated?

How can existing relationships be used to support program sustainability and expansion?

[17] For more information on state and local flexibility under NCLB, see Learning First Alliance, *Major Changes to ESEA in the No Child Left Behind Act* (Washington, D.C.: Learning First Alliance, 2002), at www.learningfirst.org

- **Use a key champion**. If one decisionmaker, such as a principal or board member, already supports the afterschool program, think strategically about how that person's influence in the community can be used to leverage more support.

- **Show a broad base of support**. Students, parents, teachers, and community members all have powerful voices that resonate with decisionmakers when they speak in a unified, coordinated way.

Recognize Competing Priorities

The NCLB funding streams discussed above are not *new* resources; many of them have been in existence for years. Afterschool programs should assume that these funding streams are currently being used to support various *existing* initiatives. Competing for dollars against other programs and priorities may cause increased tension with other initiatives, so collaborative strategies may be more effective in the long term. Program leaders will need to make a strong case for reallocating resources to support extended learning opportunities and, wherever possible, provide evidence that afterschool programs can similarly support local education goals.

Questions to Consider

What are the key priorities for the school, district, and other key constituencies? How does or could the afterschool program reflect and support local priorities and needs?

Does the program have data to share showing positive impacts related to the school and district's key priorities?

How does the extended learning program align with other key initiatives? Are there ways to effectively combine resources?

Suggestions for Getting Started

- **Understand supply and demand.** Many states and localities have conducted surveys to determine what afterschool opportunities are available and where needs lie. Even an informal survey of neighborhood parents and teachers can be used to demonstrate the need for extended learning programs.

- **Learn from success**. Identify programs in the community that are using education funds for afterschool programs. Consider whether their strategies for accessing funding are relevant and useful to replicate.

VI. Conclusion

Program and community leaders may use many different strategies to access federal education dollars to support afterschool programs. Schools and districts are becoming increasingly skilled at blending public and private streams to develop comprehensive extended learning opportunities supported by a diverse portfolio of funding. Although priorities at the federal, state, and local levels can change over time, federal education funds still constitute a relatively stable source of funding. Yet even these programs are subject to budget cuts or elimination based on presidential and congressional priorities. As with any type of funding, providers need to avoid relying exclusively on one source or one type of support to sustain their programs. A mix of federal, state, and local education and non-education dollars is the best way to allow for diverse program content and to work toward long-term program sustainability.

Putting it All Together: Blending and Braiding Funds to Sustain an Extended Day Program

In 1998 administrators at Columbine Elementary School – a Denver, Colorado, magnet school with 86 percent of its 300 students eligible for free and reduced-priced lunches – initiated an afterschool program as part of its strategy to improve the school's lackluster academic performance. A state "Read to Achieve" grant provided funds for literacy tutoring, but pulling students from other classes for tutoring during the school day caused students to suffer in other academic subjects. In response, tutoring was moved to the afterschool hours. School general funds were used to hire a full-time community site coordinator who was asked not only to develop the afterschool program, but also to integrate it into the school's changing curriculum.

The coordinator took a three-pronged approach of building support within the school, engaging the community, and seeking additional funding. At the school level, teacher schedules were voluntarily staggered to cover the additional afterschool hours. In the community, a local foundation provided funds for math coaching to expand the tutoring. At the same time, the parks and recreation program that had been operating in the school on a limited basis expanded to four days per week. In 1999 Columbine received a 21st Century Community Learning Centers grant to supplement the city's commitment. This grant enabled the disparate tutoring, recreation, and enrichment programs to evolve into a comprehensive extended day initiative operating five days per week from 7:15 a.m. to 5:30 p.m. and serving 130 students. After teachers proved willing to support the program, the school administration committed some of the school's Title I funds for tutoring and staff development. Close ties with community groups helped the school secure Title IV Safe and Drug-Free Schools and Communities funds that are used to help cover staffing costs and provide character-building and healthy behavior programming.

The program's diverse funding portfolio has helped it weather changes since the No Child Left Behind Act was enacted. District priorities for 21CCLC shifted to middle schools, and Columbine was not eligible to apply for a second award. Although the school originally was required to offer Supplemental Educational Services, an improvement in its academic status ended this mandate. Columbine, however, remains committed to its comprehensive extended day program, and the school credits the strategy with significant academic improvement, including winning the Governor's Distinguished Improvement Award in 2003.

Contact: Jami Powell, community site coordinator, 303.388.3617 or Jami_Powell@dpsk12.org.

Resources

Funding, Policy, and State Contact Information

State Education Agency Directory
www.ccsso.org/chief_state_school_officers/state_education_agencies/index.cfm
The Council of Chief State School Officers provides links to the education agency in each state.

No Child Left Behind Funding State Profiles:
nasspcms.principals.org (click on advocacy, then on No Child Left Behind)
The National Association of Secondary School Principals has compiled state-specific funding information along with links to district-level allocations.

Out-of-School Time Strategy Brief Series
www.financeprojectinfo.org/OST/ostfinancing.asp
These publications from The Finance Project highlight funding sources and financing strategies as well as considerations for their implementation. Topics include the use of federal funding streams, such as Title I, Supplemental Educational Services, the Child Care and Development Fund, and Temporary Assistance for Needy Families for school-age programs, as well as financing for particular program components, such as facilities or transportation.

Nonregulatory Guidance
www.ed.gov/policy
The U.S. Department of Education regularly provides state education agencies and local educational agencies with guidance on implementing the *No Child Left Behind Act* and administering federal funds. Guidance is available for most of the funding streams highlighted in this brief and can provide information on topics such as allowable uses and flow of funds.

Websites providing NCLB status information
www.greatschools.net
www.schoolmatters.org
These two websites each provide a searchable database of school information. Individual school and district profiles include information demographics, Title I eligibility, AYP status.

Title I

Title I Report
www.titlei.com
This website provides numerous resources on Title I, including its history and funding, analysis of issues, and other guidance documents.

National Association of State Title I Directors
www.titlei.org
The National Association of State Title I Directors' resources for website subscribers include legislative updates, conferences, and reports.

Supplemental Educational Services

Supplemental Educational Services Quality Center
www.tutorsforkids.org
The SES Quality Center has tools for parents, providers, educators, and policymakers to ensure eligible children receive SES services. A new provider toolkit outlines SES, helps providers assess their fit with SES, and manage their SES program.

Title I Supplemental Educational Services and Afterschool Programs: Opportunities and Challenges
www.financeproject.org/suppsvc.pdf
This strategy brief from The Finance Project outlines tips and considerations for afterschool providers on accessing SES funding.

SEA Toolkit on Supplemental Educational Service Providers
www.ccsso.org/content/pdfs/SSPToolkit.pdf
The Council of Chief State School Officers and Education Quality Institute developed this toolkit to help states set standards for reviewing and approving SES providers.

Comprehensive School Reform

Center for Comprehensive School Reform and School Improvement:
www.csrclearinghouse.org
Maintained by Learning Point Associates, the center houses information, tools, guides, and links relating to Comprehensive School Reform and school improvement.

Comprehensive School Reform Quality Center
www.csrq.org
The Center is charged with reviewing and rating Comprehensive School Reform providers and providing tools to help schools and districts select the reform model that best suits their needs.

Safe and Drug-Free Schools and Communities

The Challenge
www.thechallenge.org
This U.S. Department of Education newsletter highlights new developments on youth drug use and violent behaviors, the implementation of prevention programs in schools, and best practicesk.

National Network of Safe and Drug-Free Schools and Communities
http://nnsdfsc.ou.edu
The network website enhances communication among governors, state education agencies, local educational agencies, parents, and community members involved with safe and drug-free schools.

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Appendix: No Child Left Behind at a Glance

Title I—Improving the Academic Achievement of the Disadvantaged
Improving Programs Operated by Local Educational Agencies (Part A)
Student Reading Skills Improvement Grants (Part B)
Education of Migratory Children (Part C)
Programs for Children and Youth Who Are Neglected, Delinquent or At Risk (Part D)
National Assessment of Title I (Part E)
Comprehensive School Reform (Part F)
Advanced Placement Programs (Part G)
School Dropout Prevention (Part H)
General Provisions (Part I)

Title II—Preparing, Training, and Recruiting High-Quality Teachers and Principals
Teacher and Principal Training and Recruiting Fund (Part A)
Mathematics and Science Partnerships (Part B)
Innovation for Teacher Quality (Part C)
- Troops to Teachers Program (Chapter A)
- Transition to Teaching Program (Chapter B)
- General Provisions (Chapter C)

Enhancing Education Through Technology (Part D)

Title III—Language Instruction for English Language Acquisition and Enhancement
Language Instruction for Limited-English-Proficient and Immigrant Students (Part A)
Improving Language Instruction Educational Programs (Part B)
General Provisions (Part C)

Title IV—21st Century Schools
Safe and Drug-Free Schools and Communities (Part A)
21st Century Community Learning Centers (Part B)
Environmental Tobacco Smoke (Part C)

Title V—Promoting Informed Parental Choice and Innovative Programs
Innovative Programs (Part A)
Public Charter Schools (Part B)
Magnet Schools Assistance (Part C)
Fund for the Improvement of Education (Part D)

Title VI—Flexibility and Accountability
Improving Academic Achievement (Part A)
Rural Education Initiative (Part B)
General Provisions (Part C)

Title VII—Indian, Native Hawaiian, and Alaska Native Education
Indian Education (Part A)
Native Hawaiian Education (Part B)
Alaska Native Education (Part C)